Your Name _____

Writer's Name _____

Highlighter Colors

Thesis/Claims (point):	
Evidence (illustration):	
Discussion (explanation):	

PEER CRITIQUE WORKSHOP

Instructor Sung Ohm
English 101 – 62
New Start Summer Program 2005

For this particular peer critique workshop, we will work on strengthening the analysis—in particular, the claims, evidence, and discussions. In your group, determine how you will divide the work and also discuss and agree upon what you expect from your peers. Remember, you will be graded for the quality of your response. Respond to the following prompts:

1. **Introduction**: Use one of the colors to **highlight** what you believe their **thesis** to be.

   Does the intro give a brief but clear idea of what is to follow? Yes____ No____ Somewhat ____

   Does the thesis statement present a strong analytical argument? Yes____ No____ Somewhat ____

2. Using three different-colored highlighters, **highlight** 1) **the claim** (point) in one color, 2) **the evidence** (illustration) in another color, and 3) **the discussion** (explanation) in the third color for every body paragraph (ignoring the introduction and the conclusion). Then answer the following questions for each paragraph (repeat step 2 for every paragraph).

   Paragraph 1

   Is it a strong **point** (claim)? Yes____ No____ Somewhat____

   How strong is the point? Circle: 5 (strong) → 1(weak) 5 • 4 • 3 • 2 • 1

   Does the point focus on analyzing the text (vs. the situation)? Yes____ No____ Somewhat____

   Is there ample **illustration** (evidence)? Yes____ No____ Somewhat____

   Does the illustration support the point? Yes____ No____ Somewhat____

   Is there ample **explanation** (discussion)? Yes____ No____ Somewhat____

   Does the explanation explain the point and illustration? Yes____ No____ Somewhat____

   Does the explanation section sufficiently analyze the text? Yes____ No____ Somewhat____

   What suggestions do you have for the author? _____

   _____

   _____

   Paragraph 2

   Is it a strong **point** (claim)? Yes____ No____ Somewhat____

   How strong is the point? Circle: 5 (strong) → 1(weak) 5 • 4 • 3 • 2 • 1

   Does the point focus on analyzing the text (vs. the situation)? Yes____ No____ Somewhat____

   Is there ample **illustration** (evidence)? Yes____ No____ Somewhat____

   Does the illustration support the point? Yes____ No____ Somewhat____

   Is there ample **explanation** (discussion)? Yes____ No____ Somewhat____

   Does the explanation explain the point and illustration? Yes____ No____ Somewhat____

   Does the explanation section sufficiently analyze the text? Yes____ No____ Somewhat____

   What suggestions do you have for the author? _____

   _____

   _____

Paragraph 3

Is it a strong **point** (claim)? Yes____ No____ Somewhat____

How strong is the point? Circle: 5 (strong) → 1(weak) 5 • 4 • 3 • 2 • 1

Does the point focus on analyzing the text (vs. the situation)? Yes____ No____ Somewhat____

Is there ample **illustration** (evidence)? Yes____ No____ Somewhat____

Does the illustration support the point? Yes____ No____ Somewhat____

Is there ample **explanation** (discussion)? Yes____ No____ Somewhat____

Does the explanation explain the point and illustration? Yes____ No____ Somewhat____

Does the explanation section sufficiently analyze the text? Yes____ No____ Somewhat____

What suggestions do you have for the author? _____

_____

_____

Paragraph 4

Is it a strong **point** (claim)? Yes____ No____ Somewhat____

How strong is the point? Circle: 5 (strong) → 1(weak) 5 • 4 • 3 • 2 • 1

Does the point focus on analyzing the text (vs. the situation)? Yes____ No____ Somewhat____

Is there ample **illustration** (evidence)? Yes____ No____ Somewhat____

Does the illustration support the point? Yes____ No____ Somewhat____

Is there ample **explanation** (discussion)? Yes____ No____ Somewhat____

Does the explanation explain the point and illustration? Yes____ No____ Somewhat____

Does the explanation section sufficiently analyze the text? Yes____ No____ Somewhat____

What suggestions do you have for the author? _____

_____

_____

3. **Conclusion**: The conclusion should leave readers with a clear idea what the paper has proven. Does the conclusion give you a sense of what the paper has proven as well as the writer's overall point?

   Yes____ No____ Somewhat____

   What suggestions do you have for the conclusion? _____

   _____

   _____

4. Provide the writer with what they need to do next in order for this paper to be even stronger. Discuss the quality of their research (do they have strong credible academic and expert sources?). Remember to be extremely critical of their work as it will benefit them:

   _____

   _____

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